

**Texas Education Agency
Standard Application System (SAS)**

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: center; font-size: small;"> Received Texas Education Agency 2014 MAY 20 PM 2:33 Document Control Center </div>
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Galveston Independent School District	Vendor ID # 1746000921	Mailing address line 1 3904 Avenue T	
Mailing address line 2	City Galveston	State TX	ZIP Code 77550-
County- District # 084902	Campus number and name 084902044 Weis	ESC Region # 4	US Congressional District # 14
		DUNS # 0793972040000	

Primary Contact

First name Annette	M.I. A	Last name Scott	Title Assistant Superintendent
Telephone # 409-766-5122	Email address Annette_scott@gisd.org		FAX # 409-762-8391

Secondary Contact

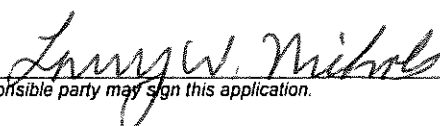
First name Marcia	M.I. J	Last name Proctor	Title Director of Special Initiatives
Telephone # 409-795-2417	Email address Marcia_proctor@gisd.org		FAX # 409-621-1324

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Larry	M.I.	Last name Nichols	Title Superintendent
Telephone # 409-766-5121	Email address Larry_nichols@gisd.org		FAX # 409-762-8391
Signature (blue ink preferred)			Date signed


 Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the <u>turnaround model</u>, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

For the last three years, the faculty and staff at Weis Middle School have been working diligently to improve student performance, yet, to their disappointment and to the disappointment of the students and the families the school serves, the school was rated *Academically Unacceptable* in 2011 and *Improvement Required* in 2013. Determined to make a difference, Central Administration and members of the school's planning team selected the transformation model as the program that would best address the needs of the faculty, staff, and students at Weis Middle School, Galveston Independent School District in Galveston, Texas.

This model will give the staff flexibility as they plan for the next three years, because it addresses areas that are weak in the school and allows for growth and productive change over time. Using the transformation model, the team will begin implementation of each of the required components of the model. The team will prepare a timeline that will allow for change over time so that each component of the transformation model is implemented for the maximum benefit of the school.

At Weis Middle School, teacher leadership has been clearly absent in the decision making process; therefore, the campus must develop and increase both teacher and school leader effectiveness. Teachers have had little input in campus decisions and have not had opportunities to take leadership roles in planning and implementing new ideas or teaching practices. Rather than feeling disenfranchised, teachers will become a part of the campus decision making process and will grow into leadership roles which will help to move the campus in a positive direction. Next the campus will gather information about the best teaching practices that are supported by research. Decisions will be made to find staff development and to hire curriculum coaches who will help to implement a comprehensive plan for reforming instructional strategies. The school leadership will be critical in implementing these strategies and moving student achievement to higher levels of success. The planning team will help to form a leadership team, and both groups will look at opportunities to increase the time spent on learning and work to create a community-oriented school. In this type of learning environment, both teachers and students will benefit from the change in climate, focus on instruction, and concern for success of every student in the building.

To support the success of the other components of the transformation model, the district and school staff will provide operational flexibility and sustained support for the model. These components will be supported by giving the school a new principal.. The leadership team with the administrative staff will look at the staff evaluation systems that are in place and will revise or develop new ones that will support the reform process. School personnel will be rewarded for students' success and will be expected to attend and implement staff development that will support the model and move the reform process forward. The leadership team will also determine and implement strategies which will help the campus retain the best teachers and support other teachers to become stronger teachers and members of the learning community. Throughout the process, all teachers and administrators will use student data to drive instructional decisions and make curriculum decisions. This will become a part of the school culture as Weis Middle School strives to provide the very best educational opportunities for the students attending the school.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In addition, the leadership team along with teachers and other staff will plan meaningful engagement activities for parents and community members. With the addition of a school social worker, the campus will have the ability to coordinate the services Weis families need. The inclusion of these valuable stakeholders will provide the additional support the school needs in order to be successful. Students will have opportunities for extended learning opportunities through an extended day and a summer bridge camp. The instructional day will be adjusted to ensure that students and teachers have the time needed to address the content. Teachers will have common planning times so that they can learn together and improve their teaching practices together. With the addition of a reading specialist, an instructional math coach, and an instructional science coach, teachers in those content areas will have the opportunity to observe one another and to participate in a cognitive coaching model.

Weis Middle School has changed teachers in reading, mathematics, and science. The campus will have a new principal. The campus will be able to implement best research practices to strengthen reading, mathematics, and science. The campus will engage the services of Region 4 ESC, Rice University, and Lead4ward to assist. The implementation of the Transformation Model will give the school the leverage needed to have a new beginning and to establish a school climate of high expectations. With a well -executed plan based on the Critical Success Factors, the school will be successful.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 084902			Amendment # (for amendments only):			
Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)						
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.			Fund code: 276			
Budget Summary						
Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$ 2,121,750	\$	\$ 2,121,750	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 810,000	\$	\$ 810,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$ 51,600	\$	\$ 51,600	\$
Schedule #10	Other Operating Costs (6400)	6400	\$ 15,000	\$	\$ 15,000	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$
Total direct costs:			\$ 2,998,350	\$	\$ 2,998,350	\$
Percentage% indirect costs (see note):			N/A	\$	\$ 32,382.18	\$
Grand total of budgeted costs (add all entries in each column):			\$ 2,998,350	\$	*\$ 3,030,732	\$
Administrative Cost Calculation						
Enter the total grant amount requested:					\$ 3,030,732.18	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result.					\$ 151,537.00	
This is the maximum amount allowable for administrative costs, including indirect costs:						

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown			
Year 1	Year 2	Year 3	3-Year Total Budget Request
\$ 1,018,734.78	\$ 1,005,998.70	\$ 1,005,998.70	*\$ 3,030,732.18

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 084902			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional						
1	Teacher				\$	\$
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director 1@ \$70,000 yearly		1		\$ 210,000	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant 1@ \$25,000 yearly		1		\$ 75,000	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker 1@ \$50,000		1		\$ 150,000	\$
14	Community liaison/parent coordinator				\$	\$
15	Reading Coach 1@ \$65,000 yearly		1		\$ 195,000	
16	Instructional Math Coach 1@ \$65,000 yearly		1		\$ 195,000	
17	Instructional Science Coach 1@ \$65,000 yearly		1		\$ 195,000	
18	ESL Certified Teachers 2@ \$50,000 yearly		2		\$ 300,000	
Other Employee Positions						
21	Title				\$	\$
22	Title				\$	\$
23	Title				\$	\$
24	Subtotal employee costs:				\$	\$
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			\$	\$
26	6119	Professional staff extra-duty pay			\$ 525,000	\$
27	6121	Support staff extra-duty pay			\$	\$
28	6140	Employee benefits			\$ 276,750	\$
29	61XX	Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs				\$ 801,750	\$
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$ 2,121,750	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Wexford Grant Evaluation		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
1	Contractor's payroll costs: # of positions: 1	\$ 135,000	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$ 135,000	\$

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: AVID		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: To provide resource for students to acquire study skill			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: unk	\$ 75,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$ 75,000	\$	
3	Specify topic/purpose/service: Pedagogy Coaches		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: To coach and mentor teachers in order to strengthen instruction			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 2	\$ 360,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$ 360,000	\$	
4	Specify topic/purpose/service: RICE Science Professional Development		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: To provide research based instructional strategies for science			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: unk	\$ 90,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$ 90,000	\$	
5	Specify topic/purpose/service: Lead4ward Data Disaggregation and Focus Standards		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: To provide structure for understanding TEKS			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: unk	\$ 150,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$ 150,000	\$	

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$ 810,000	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) 3-Year Grand total		\$ 810,000	\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 084902				Amendment number (for amendments only):			
Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1	Laptops	For 8 professional staff members	8	\$ 1,500	\$ 12,600	\$
	2	Printer	To share among 8 staff members	1	\$ 600		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$ 12,600	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$ 39,000	\$
3-Year Grand total:						\$ 51,600	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 084902		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees) Specify purpose: travel to required school improvement conferences	\$ 15,000	\$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$	\$
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$
Subtotal other operating costs requiring specific approval:		\$ 15,000	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
3-Year Grand total:		\$ 15,000	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 084902044

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:**235**

Category	Number	Percentage	Category	Percentage
African American	106	45.1%	Attendance rate	95%
Hispanic	86	36.6%	Annual dropout rate (Gr 9-12)	0%
White	39	16.6%	Annual graduation rate (Gr 9-12)	0%
Asian	1	.4%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	42%
Economically disadvantaged	199	84.7%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	42%
Limited English proficient (LEP)	29	12.3%	Students taking the ACT and/or SAT	0%
Disciplinary placements	37	7.8%	Average SAT score (number value, not a percentage)	0
			Average ACT score (number value, not a percentage)	0

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	5.4	27.8%	No degree	0	%
Hispanic	4.5	22.8%	Bachelor's degree	DNA	%
White	8.5	43.3%	Master's degree	DNA	%
Asian	0.0	0.0%	Doctorate	0	%
1-5 years exp.	2.6	13.1%	Avg. salary, 1-5 years exp.	\$44,832	N/A
6-10 years exp.	6.3	32.4%	Avg. salary, 6-10 years exp.	\$45,667	N/A
11-20 years exp.	2.4	12.0%	Avg. salary, 11-20 years exp.	\$50,007	N/A
Over 20 years exp.	6.7	34.3%	Avg. salary, over 20 years exp.	\$56,743	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public							120	115							235
Open-enrollment charter school							120	115							235
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public							12	12							24
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:							12	12							24

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Faculty, staff, and community members at Weis Middle School along with Central Office Administration have engaged in planning groups to determine what can be done to ensure that students attending Weis Middle School have every available resource and opportunity to obtain an excellent education. Multiple data sources have been used to help make preliminary decisions about the goals Weis needs to set for the future. The stakeholders participated in the development of a needs assessment which will be used to drive the preliminary decisions and the first steps of implementation of the TTIPS grant. The planning team began to look at ways to move the students and school toward meeting those goals of increased academic achievement, improving school climate and school leadership, planning embedded staff development into school improvement and developing ways to assess and reward school staff who insure that students meet or exceed the state's performance standards. Data that were included as part of the review beyond the State's Accountability Data were as follows: District assessments, Parent and Student Surveys, Teacher Surveys, DRA2 (Developmental Reading Assessment, 2nd Edition), Campus Improvement Plan, School Improvement Plan, Teacher Observations, Walkthrough feedback, staff development offerings and feedback.

Three years of data reveal the constant struggle of the school to move student performance toward state achievement levels. In 2011, as the State exited TAKS for middle school, the campus received a rating of **Academically Unacceptable**. No ratings were reported for 2012; yet 2013, the campus accountability rating was **Improvement Required**. The 2012-2013 Texas Academic Performance Report (TAPR) discloses that 84.7% of the students attending Weis are economically disadvantaged and that 34.5% of the student population is classified as 'at risk'. Weis also has a mobility rate of 27.7%. The student ethnic demographics consist of 45.1% African American, 36.6% Hispanic, and 16.6% white. The English Language Learners make up 12.7% of the population.

The 2013 Accountability Summary showed that Weis met standards on student progress but did not meet standards on student achievement and closing the achievement gap. The school met 16 of 28 indicators for systems safeguards. Student performance for the all students group, African Americans, Hispanics, and Economically disadvantaged fell below 50% in reading, mathematics and science. The school failed to meet the federal standards as well. Further examination of data helped the planning team identify areas that need improvement and realized that there are still significant gaps in student learning and achievement, especially in certain sub populations of students. The data from CBAs (Curriculum Based Assessments), STAAR, TELPAS, Renaissance Learning and special education pointed to areas that need to be addressed through instruction and curriculum. Students' needs in the special populations are not the same, and teachers need staff development and coaching support in delivery of instruction that will meet these needs.

The planning team also turned to the School Improvement Plan and the information that was developed last summer at the Weis Summer Planning Academy. Both sources provided information and direction as the campus teachers and staff began to plan for the implementation of the transformation model beginning in the fall of 2013. The team built consensus about their perceptions of the priorities through nominal group technique. The process allowed for everyone to have voice in a non-threatening way and for perceived needs to emerge. The need for continued improvement of instruction in the 4 core subjects and the concern that students' reading abilities have adverse effects on all other school subjects were listed as critical concern areas. The need for parent and community involvement was identified as critical to student success. The planning team discussed the need to improve the school climate, and to develop professional learning communities within Weis.

The group also began to plan how to operate as small learning communities to support students' in their learning and to create a safety net for students. Upon the receipt of the grant, the leadership team comprised of teachers and administrators will meet regularly to continue to look at data and develop and/or refine goals to meet the parameters of the transformation model. The team will develop systems for evaluation, make decisions about staff development, and plan ways to attract and retain premier teachers. The leadership team will involve all stakeholders in the decision making process in a collaborative manner. All the stakeholders must have a voice and commitment to support the school

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

improvement intervention model. With the selection of the transformation model, Weis Middle School staff will have to continue to be involved in the planning and implementation over the three year period so that lasting changes will occur and continue beyond the end of the grant period. With teams being formed to look at campus needs and make suggestions for school improvement and with all staff having a say before the final decision is made, Weis will begin to build a learning community in which every member feels that he or she is an integral part of the education process and that his/her contributions matter. The improved school climate must support teachers being valued as people who can share their expertise with other teachers and support each other in the educational process for Galveston students.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve student performance in Reading/Language Arts	Grant would provide Reading Specialist and pedagogy coaches to assist with analyzing student performance data and the delivery of instruction. The Reading Specialist would assist in teachers "growing" in best research practices (balanced literacy) for teaching reading. The Reading specialist would also help in data analysis and planning instruction around the data outcomes. The pedagogy coaches would help improve instruction.
2.	Improve student performance in mathematics	Grant would provide Mathematics Specialist and pedagogy coaches to assist with analyzing student performance data and the delivery of instruction. The Math Specialist would assist in teachers with the transition to the new math TEKS and the best research practices around mathematics instruction. The specialist would also help in data analysis and planning instruction around the data outcomes. The pedagogy coaches would help improve instruction.
3.	Improve student performance in science	Grant would provide quality professional development and a the opportunity to participate in a week Summer Bridge Camp sponsored by the school.
4.	Improve teacher and principal effectiveness	Grant will provide opportunity to create an incentive program that rewards the principal and teachers for increasing student achievement. The grant also will help the school acquire resources through the Region Service Centers to "grow" effective teachers and campus leadership.
5.	Improve school climate and culture	Grant would provide resources for staff development on effective classroom management, Response to Intervention, Positive Behavior Supports. The grant will also provide the district with an opportunity to build school and community partnerships.

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	DCSI for Galveston has 40+ years of educational experience; has had success in school transformation; has extensive knowledge in data analysis, board policy, the school improvement process, campus planning, instructional strategies and programs. The DCSI serves as the Assistant Superintendent for C & I and is on the superintendent's leadership team and has a direct line of communication with the superintendent, the Chief Financial Officer and the Chief Human Resources Officer.
2.	Chief Human Resources Officer	The Human Resources Officer has 40 years of educational experiences, has had success in school transformation; has extensive knowledge in data analysis, board policy, the school improvement process, rules and regulations around hiring and documenting employees. The Human Resources Officer also has experience creating performance incentive plans.
3.	Director for Instruction and Staff Development	The Director is responsible for Coordinating district and campus level staff development to ensure that the professional development is aligned to the mission and priorities of the school district.
4.	District Test Coordinator	The District Test Coordinator is experienced in assessment development. She is knowledgeable about different types of assessments administered throughout the district. She also is responsible for uploading all of the district's testing information into AWARE so that teachers and administrators have immediate access to student performance information.
5.	Director for Special Initiatives and Instructional Resources	The Director for Special Initiatives holds a Project Management Certification. She has served as a math teacher and a Director for Technology. She helps coordinate existing resources to maximum newly acquired resources. She works with campuses to help them get whatever they need for students.
6.	TTIPS Project Director	The TTIPS Project Director will have experience coordinating projects. The Project Director will report to the Assistant Superintendent and will be responsible for managing the grant. The Project Director should have excellent communication skills both verbal and written.
7.	Region 4 ESC	GISD is among the 55 school districts that Region 4 serves.
8.	Region 13 ESC	The Texas Center for District and School Support serves as a coordinating unit for school improvement efforts that are supported by the Texas Education Agency. TCDSS is located at Region 13 and coordinates technical assistance to help schools in need of improvement.
9.	Wexford, Inc.	Wexford is a non-profit educational agency focused on improving learning opportunities for students—especially low income and English Language Learners. Wexford conducts Research, Evaluation and Quality Assurance processes for local, state and federally funded programs.
10.		

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Galveston ISD uses providers through Region 4 and the schools of higher learning in our area. Through Rice University teachers have received training in the teaching of math and science and in using hands on activities to support both math and science instruction. In addition, the district has sent teachers to workshops at Region 4 and brought trainers to the district to work with teachers on best teaching practices. Every summer Artist Boat offers science teachers 40 hours of science continuing education. These classes provide teachers with new ideas and materials to implement in their classrooms. With the transition from TAKS to STAAR, the District has contracted with Lead4ward to work with all teachers and administrators in understanding the Student Expectations as related to the new assessment. These opportunities for professional development will continue to be a part of the staff development offered by Galveston ISD and will support the implementation of the grant at Weis Middle School.

When deciding staff development, the district looks at the student achievement data at each school and the teacher observation data to assist in determining the need. The campus develops a proposed staff development plan based on its data analysis. The District makes sure that the staff development is research-based and supports the district's and campus targeted initiatives. The district also solicits information from Region 4 or other educational coops that have worked with that particular area of professional development. This process will continue to be used in the future.

At Weis Middle School, the leadership team and professional learning communities with the support of the curriculum coaches will analyze data and decide what types of staff development will best meet the needs of the teachers and the school. The project director in conjunction with the Assistant Superintendent for Curriculum and Instruction and the Director of Instruction and Staff Development will work closely with the campus to select and secure the staff development that will be necessary to implement the school improvement model. The campus already knows that it will have to select and implement a Positive Behavior Support model and learn how to do action research. All teachers need to learn how to implement and use daily certain strategies that meet the needs of special learners/populations. Differentiated instruction will be an area that needs to be taught to all teachers whether they teach ESL, special needs students or gifted students. The professional learning communities will need to decide what they need in the way of professional development to be successful in classroom instruction and use the data to show the areas in which teachers need staff development to meet the instructional needs of the students.

Staff development will not be limited to classroom instruction. The campus leaders and planning team will need to look at staff development opportunities that will help the campus build consensus and team spirit. There will need to be opportunities for them to talk about community and inclusion of everyone in the decision making process. There also needs to be opportunities to learn about data disaggregation and using data to drive instruction. As the leadership team meets and looks toward campus needs, these decisions will become a part of the ongoing process of professional growth.

Also, GISD will contract with Region 13 for transformation model services beyond those provided by TEA, such as positive behavior support, and training on how to involve the community and parents. The District will take full advantage of resources provided by The Texas Center for District and School Support.

For grant evaluation the district has used Wexford, Inc. in the past and will use it once again. This provider has been an asset to the district as others grants have been administered by providing data for making decisions in subsequent years of other grants. They have worked as partners with the district in the evaluation of other grants.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The purpose of the program evaluation is to provide project personnel with solid information for managing program activities to accomplish stated goals and objectives. The evaluation plan developed for this project is based on the project's 1) desired outcomes and performance measures, 2) use of a modified CIPP (Context, Input, Process, Product) design, 3) includes two evaluation components (formative and summative) and 4) will gather and analyze all test data using the required subgroups (ESEA). As a guide for the program evaluation process, Wexford uses The Joint Committee on Standards for Educational Evaluation (1994) (The Program Evaluation Standards. Thousand Oaks, CA: Sage Publications, Inc. The Program Evaluation Standards include Utility Standards, Feasibility Standards, Propriety Standards, and Accuracy Standards and identifies the following necessary components to be addressed in an evaluation process: 1) Deciding Whether to Evaluate; 2) Defining the Evaluation Problem; 3) Designing the Evaluation; 4) Collecting Information; 5) Analyzing Information; 6) Reporting the Evaluation; 7) Budgeting the Evaluation; 8) Contracting for Evaluation; 9) Managing the Evaluation; and 10) Staffing the Evaluation. Wexford staff is trained as researchers and evaluators in each of these areas. In addition to using The Joint Committee on Standards for Educational Evaluation (1994), the evaluation plan will also use Total Quality Management (TQM) to assess for continuous improvement that will provide a continual review system, instituted with the campus team and the project leadership team. TQM practices will be instituted throughout the project organization (training provided by the evaluation team), to ensure the organization consistently meets or exceeds project goals and objectives, placing a focus on process measurement and controls as a means of insuring continuous improvement.

Using the Program Evaluation Standards and the TQM process, the evaluation will analyze the impact of each conceptual variable on selected activities as well as their correlation with the Title I expressed purposes. Within one month of funding, the evaluation, the project management and district management will review and detail all of the Performance Measures and gather other data that is needed for additional baseline information which will then be developed into a full evaluation plan document. Data collected from the project will be reviewed with the project leadership team monthly at the team formal meetings. In each of the Project Performance Reports each Performance Measure will be addressed and analyzed and reviewed with the project team. The evaluation of each Performance Measure will follow the following procedure: 1) Document and Monitor Activities; 2) Determine Targets for the Current Performance period; 3) Assess progress; and 4) Explain Progress. (Program Evaluation Standards, 1994 & TQM/Deming, 1990). Methods used to assess the indicators are objective and will yield quantitative as well as qualitative data. Methods are replicable, will produce data that can be generalized to other populations, and are fully explained in all of the procedures.

Wexford will collaborate with the project coordinator and the district staff to develop a system for regular progress checks, data gathering and data reporting. This system will include, but is not limited to, monthly conference calls, interim data summaries, reports and an annual evaluation report.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Galveston ISD is completely committed to support and help move the school improvement process forward at Weis Middle School. Once the decision was made to implement the transformation model, the administration at the district level began to work with the campus to talk about support personnel who are already in place to assist the work of the campus staff and administration. The Assistant Superintendent for Curriculum and Instruction will be a valued asset in all aspects of the grant and the implementation of the transformation model. The Director of Instruction and Staff Development will also serve in the capacity of looking at both instruction and staff development to support the school improvement work at Weis Middle School. The third member of this team is the Chief Human Resources, Student Services and Communications Officer who will assist in recruiting and retaining qualified staff. The District Testing Coordinator will assist in the development of assessments and the coordination of state assessments. These four people will work closely with Weis Middle School as the campus moves through the steps of school improvement and toward the goals that are being set out through the grant, especially professional development and professional learning communities.

At a student level, several people in place to support and sustain the campus improvement plan. The district's Bilingual/ESL Coordinator works with teachers, students and parents. Her work with all three groups will support the campus effort, especially with the large population of ESL students. Her work with the parents of the ESL students will be invaluable as Weis seeks to expand the engagement of parents in the learning process. The Special Education Director works closely with the campus to ensure student needs are met. The Special Education Director also works closely the Bilingual/ESL Coordinator in the coordination of services for students. They are both integral parts of the campus planning and scheduling of classes for students. Weis also has an instructional facilitator who assists staff with scheduling, instructional planning and staff development. As Weis seeks more opportunities for students to be engaged in rigorous coursework, the instructional facilitator will help the campus sustain this process.

The campus is also supported by a Response to Intervention Specialist. The intervention model will change slightly next year, allowing for more personalized student planning. The purpose of the interventionist is to address the critical area of need for the targeted students who are risk of failing or disconnecting from school, and to support those who need help to remain in school. Weis has a parent liaison who supports the work of the campus interventionist and the school counselor. These employees also interact with parents and will serve as a valuable asset in getting parents involved in their child's education.

The Director of Instructional Resources and Special Initiatives will also have the role of supporting the Weis campus. Her expertise in the areas of both securing instructional resources and in supporting new initiatives will be invaluable. The Director of Special programs is a Certified Project Management Professional and oversees all grants for the district. Thus, she will ensure that the grant project director that is hired will fulfill the grant requirements. She also oversees libraries and thus ensures that the Weis received the same funding for libraries on a per student basis as all other campuses and that the library programs of the district are carried out at the middle school.

In the area of hiring and retaining exemplary staff and helping to revise the evaluation system, the Chief Human Resources Officer invites principals to attend job fairs at area universities. Weis administrators have the opportunity to interview candidates for needed positions. All new hires to the district, whether they have zero years' experience or 10 years of experience are required to participate in the District's New Teacher Academy for one year. The New Teacher Coordinator works with teachers who are new to the District monthly. Mentors are assigned to teachers who have zero experience. The mentors observe and coach new teachers multiple times within a week. This support is part of the District's effort to improve teacher effectiveness and to help new teachers have a successful experience. The District's New Teacher Coordinator works with teacher mentors and new teachers every year through staff development programs and mentoring. Her expertise in the evaluation process will support that component of the transformation model.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus receives support for technology from the technology department as well as from the District Instructional Technology Coordinator. The Instructional Technology Coordinator supports classroom teachers in learning to use and implement new technology into instruction. She has worked specifically with Weis teachers in the implementation of Istation and Think Through Math. She has assisted them in accessing curriculum and learning activities electronically.

The District will provide continued funding and support through the services of the personnel described earlier along with instructional resources and professional development. This investment of people and services will be major factors in sustaining this school improvement initiative. Galveston ISD and Weis Middle School must be able to sustain the progress that is made and that progress must be extended in the years following the grant. One step that will ensure the continuation of school reform will be to make the parts of the transformation model the way that school business is done at the campus. The administration will ensure that the progress that has been made continues into the future. Each year as new staff is added, they will need to be trained in the way the model works and be given a role in sustaining the work of the process. Someone will need to continue in the role of project director to direct the activities and ensure the continuation of the learning communities that have been formed.

District administration will meet with the school administration and staff and plan for the sustainability of the school improvement reforms. The district will continue to be responsible to support the campus as it works the process and uses it to make other changes over time. At the department level and classroom level, each member of the Weis staff will be responsible for continuing to use what they have learned to deliver good instruction to their students, to continue to use the action research model to evaluate what they are doing in the classroom, and to meet as professional learning communities to support the teaching of each member of their team. If professional learning communities become the way that each department functions as well as the campus as a whole, then the process will sustain itself.

Once the grant ends, it will be important for each of the committees/teams to continue to meet and work as they have over the three years of the grant. It will also be critical that the leadership team continue to take the leading roles sustaining the reforms that have been made, analyzing data to see that instruction and curriculum are meeting the needs of the students, and support the inclusion of new staff into the process. Likewise it will be important for parents, students, and community stakeholders to continue to be a part of the education of the students at Weis Middle School. Once the transformation model and school reform process become a part of the way that Weis 'conducts businesses', all the components will be in place so that the model becomes self sustaining.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Documentation of project activities and participants	1.	#, types, lengths schedule of activities implemented
		2.	Participation rates of various role groups
		3.	School culture and climate
2.	Formative Assessment of quality of Professional Development (PD), PLCs, Mentoring/Coaching	1.	Perceived benefits and value by participants, providers, supervisors
		2.	Perceived level of support necessary to implement
		3.	Observation and other evidence of increased level of research-based principles in PD & in classroom practice
3.	Formative Assessment of level of implementation of Critical Success Factors	1.	Changes in practices in recruitment, hiring new teachers and pedagogical leaders, retention of teachers and principals
		2.	Changes pedagogical practices, data analysis and planning
		3.	Changes in perceptions of school climate and student achievement
4.	Annual Summative Assessment of educator effectiveness and student achievement	1.	Rates, increases of educators scoring at effectiveness levels, and amounts and kinds of PD related to effectiveness and student growth
		2.	Improved processes for hiring and retaining effective educators
		3.	Permanent changes in compensation system for improving student achievement
5.	Annual Summative Assessment of permanent changes due to the implementation of Critical Success Factors	1.	Changes in practices in recruitment, hiring new teachers and pedagogical leaders, retention of teachers and principals
		2.	Permanent changes in pedagogical practices, data analysis and planning
		3.	Improved school climate and increased student achievement

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1) Data Disaggregation

In addition to standardized tests, benchmarking tests and other identified assessments, surveys and instruments will be developed to systematically collect information specific to the project. All data will be disaggregated to include key elements of the objectives to be reported out which might include: SES; mobility; race and ethnicity; special education; gender; enrollment patterns; successful completion of specific course such as advanced placement. This will include information on STAAR and district created assessments. In addition disaggregated information will be provided on staff professional development and the use of targeted incentives for staff. Evaluators will be key participants in district or school data mining.

2) Data used to improve instruction

The methods used to assess the indicators are objectives and will yield quantitative as well as qualitative data that will feed into programmatic efforts to analyze and adjust project work. Methods are replicable will produce data that can be generalized to similar populations. Qualitative data (site visits, teacher and student interviews) will be summarized and will include major trends and patterns. Surveys will be administered to teachers and staff to ask about practices observed by the assessment team throughout the year. Multiple triangulation methods will be used to collect the same information in different manner thus controlling for different kinds of bias.

3) Obtain continuous improvement results

- a) Document and Monitor Activities: Wexford will conduct site visits to gather observational data. This data will be taken at this time (classroom observations, focus groups, teacher interviews) as well as meetings with school leadership both at the school and district level. These formative evaluation processes will allow the evaluation team to answer such questions as "to what extent did the school/project establish the initiative?" And "how effective were the development and implementation processes?" Implementation, monitoring and process evaluation are ongoing, formative evaluation that are done as part of the development, implementation, evaluation, and management of the project.
- b) Determine Targets for the Current Performance Period: The project leadership and the evaluator will work together to determine appropriate annual targets for each performance measure. These targets will be based on requirements specified in performance measures and considering the context within which the magnet schools operate, will reflect expectations of progress. Setting these targets will require a review of data from previous years as well as possible data trends. These targets will be set within the first month of project funding.
- c) Assess Progress: Evaluators will assess whether or not the project has made progress on the performance measures. The evaluator will identify the data sources and when it will be or was collected. Finally, a determination will be made of whether or not the school or project has met or exceeded the target.
- d) Explain Progress: The evaluator will explain the project progress on the performance measures. The first step in this procedure is to answer the Evaluation Question identified for the performance measure. The second step is to provide and explanation of why or why not the Target was met. In doing this the evaluator will reference project activities documented and monitored (formative evaluation visits and reports). Information, gathered during the formative evaluation process on the effectiveness of the development and implementation of activities, provides the data for addressing why or why not Targets are met. In addition, the evaluator will consider the impact of school contextual variables on the achievement or lack of achievement of the Targets. If the Target is not met, a discussion on expected steps for program improvement will be included. These steps will be "based on the data provided in on the implementation and effectiveness of project activities and on data related to the project contextual variable that impacts the program. The result of this process will be information on the relative strengths and weaknesses. This information will be used to guide and refocus planning and implementation of activities of each school for the following year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Utilize Instructional Tools TEKS Resources System	08/14	06/17
			B. Utilize data tools in AWARE	08/14	08/17
			C. Expand PLCs to insure vertical alignment	08/14	10/14
			D. Incorporate digital resources to support student learning	09/14	06/17
			E. Develop an instructionally focused calendar	08/14	08/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Establish data walls to track student progress	09/14	06/17
			B. Use PLCs to create systems that meet the academic needs of students	09/14	08/17
			C. Refine assessments based on student performance	09/14	08/17
			D. Refine lessons to meet student needs	9/14	08/17
			E. Adjust instructional timeline	9/14	08/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Implement balanced literacy	08/14	08/17
			B. Implement balanced math	08/14	08/17
			C. Implement research-based science instruction	08/14	08/17
			D. Plan units of study using TEKS Resource System	08/14	08/17
			E. Work in vertical and horizontal teams on content specific to students needs	09/14	06/15
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Incorporate job-embedded professional development about AWARE	08/14	08/17
			B. Train all teachers in Lead4ward model for data analysis	08/14	08/17
			C. Use data for RTI implementation	09/14	06/17
			D. Use data to create instructional groups, tutorials	09/14	06/17
			E. Communicate with families	09/14	06/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	<i>Position now open – Interview of candidates and selection of principal in process</i>	05/14	06/14
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Refine observation protocol	05/14	08/14
			B. Establish student growth performance targets	06/14	08/15
			C. Conduct self- assessment and establish personalized learning plan and goals	08/14	07/15
			D. Conduct Formative observations	09/14	06/17
			E. Conduct Six Weeks Accountability Meetings	08/14	08/17
			F. Develop curriculum teams and appoint leader(s)	08/14	08/17
			G. Train teachers in Teach Like A Champion	09/14	12/14
			H. Aggregate walk-through and student achievement data to help determine professional development for educator effectiveness	01/15	08/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Create annual financial incentive principal and the campus leadership team for increased student achievement	09/14	07/17
			B. Train Leadership Team in Cognitive Coaching Model	09/14	03/15
			C. Create PLCs for teacher leaders and administrators on school improvement efforts (Transformation model)	09/14	06/17
			D. Participate in Action Research	09/15	09/16
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Implement flexible instructional calendar	08/14	08/17
			B. Develop 90 day action plans to address performance objectives	08/14	08/17
			C. Provide time for both vertical, horizontal, and interdisciplinary planning	08/14	08/17
			D. Implement extended time (Saturdays, summer)	06/15	08/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	<i>Redesigned School Calendar</i>	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Create a flexible learning schedule	08/14	08/17
			B. Incorporate extended day	10/14	05/17
			C. Incorporate Summer Bridge Program	08/15	08/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Create 90 minute time blocks that can be allocated to core content	08/14	08/17
			B. Create an acceleration schedule for students who need more support or enrichment	10/14	08/17
			C. Plan interdisciplinary instructional units	10/14	08/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Create flexible instructional calendar	08/14	08/17
			B. Extend day	09/14	08/17
			C. Plan interdisciplinary units	09/14	08/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Create common planning periods	08/14	08/17
			B. Provide release days	10/14	03/17
			C. Structure faculty meetings for collaboration	08/14	05/18

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	1. Provide ongoing mechanisms for family engagement	A. Hire a Social Worker	9/14	8/17
			B. Designate area for parents in School	9/14	8/17
			C. Increase school to home communications	9/14	8/17
			D. Open Parent Portal on Website	9/14	8/17
			E. Implement Academic support nights	9/14	8/17
		2. Provide ongoing mechanisms for community engagement	A. Seek Community Ambassadors for School	9/14	8/17
			B. Solicit 2 Community Partners annually	9/14	8/17
			C. Hold School Community Partner Meetings	11/14	6/17
			D. Coordinate Health Fair/Career Fair	8/15	8/17
			E. Connect with Social Services Agencies	9/14	8/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Train staff in Safe and Civil School Positive Behavior Support Model	08/15	08/17
			B. Train staff in RTI Model	08/14	08/17
			C. Train all staff in Capturing Kids Hearts	08/14	08/17
			D. Implement student and staff support systems	09/14	08/17
			E. Implement Student Reward System	08/14	8/17

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	<p>1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement</p> <p>Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p>	A. Create team to develop system	10/14	01/15
			B. Present draft for review to faculty and staff	01/15	01/15
			C. Provide Professional Development to support all to ensure everyone understands the requirements	01/15	08/17
			D. Train administrators to appraise school personnel equitably	02/15	08/17
			E. Train administrators to hold meaningful feedback conferences that assist in teachers' growth	01/15	08/17
			F. Utilize teacher performance data based on student performance as part of the appraisal process – consider student growth	05/15	08/17
			G. Conduct frequent walk-throughs and informal observations with feedback	02/15	08/17
			H. Refine process based on feedback (survey)	08/15	08/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Reward teachers for meeting or exceeding student performance in reading and mathematics	10/15	08/17
			B. Recruit exemplary teachers	05/15	08/17
			C. Provide release time for teachers to plan	10/14	08/17
			D. Encourage teachers to share successful strategies at faculty meetings, district meetings, or via social media sites	08/15	08/17
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Form PLCs to work with Curriculum coaches	08/14	08/17
			B. Support struggling teachers with mentor/pedagogy coach	10/14	08/17
			C. Provide online training	10/14	08/17
			D. Provide opportunities for teachers to participate in instructional rounds	10/14	08/17
			E. Institute incentives for teachers/ administrators implementing best practice	05/15	05/17
			F. Participate in Lead4ward webinars/works	08/14	08/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Offer monetary incentive to teachers who have been successful in STAAR tested areas to transfer to Weis	05/15	05/16
			B. Offer monetary incentive to teachers who have been successful in STAAR tested areas to remain at Weis	05/15	05/16
			C. Compensate educators who receive ESL certification	08/14	08/17
			D. Compensate educators who receive Masters' degrees in Reading, Math, Science	08/14	08/17

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal.	<i>Provide name and date of hire for principal or date of anticipated replacement:</i>		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
E.					

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	<i>Redesigned School Calendar</i>	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	<i>Improve School Climate</i>	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
		E.		

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	Improve School Climate	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084902044

Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director will report to the Assistant Superintendent of Curriculum and Instruction and the Director of Instructional Resources and Special Initiatives. The Director of Instructional Resources and Special Initiatives oversees all discretionary grants for the District. Thus, she is able to align all grant programs as well as understanding the different local resources and formula funds that can be maximized to successfully implement these school intervention activities. Thus, she is able to work collaboratively with all of the district curriculum personnel to ensure that activities are aligned across all grants, campuses, programs, etc.

Additionally, the District has a grant accountant to oversee all fiscal matters for all grants, formula and discretionary. This ensures that all resources are used appropriately and in alignment with each other.

The leadership team for the grant will meet monthly to review the project plans. This monthly review will ensure that other district programs are aligned rather than cause conflict.

The Director of Instructional Resources and Special Initiatives also works closely with the three institutions of Higher Education, Texas A&M Galveston, University of Texas Medical Branch, and Galveston College on several projects and grants. Thus, this collaborative relationship ensures fiscally responsible use of funding and alignment of various programs. Additionally, she also interfaces with several community groups due to other grant collaborations. This will bring synergy and economies of scale to this project. These community groups include Teen Health Center, The Family Service Center, Phoenix House, Boys and Girls Club, YMCA, Housing Authority, Communities in Schools, and the Gulf Coast Regional Mental Health Cooperative.

The District is a recent recipient of an MSAP (Magnet School Assistance Program) grant--- by working collaboratively, with the two grants, the MSAP grant will provide additional benefit to the reform project because its focus is improving student achievement. Additionally, part of the MSAP grant objectives, is the adoption of effective instructional strategies across reading and mathematics. The professional development for improving instructional delivery will all be supported through the MSAP grant, yet benefit the entire school transformation project.

The Director of Instructional Resources and Special Initiatives also works with Erate which has provided a portion of funding classroom telephones this school year, which will enhance parent / teacher communication. Schoolwide Title 1 funds will be used to pay tutors. Thus, with the structures that GISD has in place, it is well positioned to maximize funding from all sources by aligning the various grant objectives under one department.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 084902044

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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